DOCUMENT RESUME

ED 309 600 EC 220 592

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TITLE I Can--Achievement Based Curriculum (ABC): Purpose, Development and Teacher Training.
PUB DATE 88
NOTE 78p.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adapted Physical Education; *Competency Based Education; *Curriculum; *Disabilities; Elementary Secondary Education; Individualized Instruction; *Inservice Teacher Education; Models; *Motor Development; Teaching Methods

ABSTRACT

The I CAN--Achievement-Based Curriculum (ABC) project is designed to train regular and special education teachers and regular physical educators to implement individualized, assessment-based instruction of the physical and motor needs of handicapped students in their classes. The ABC is a process model for training teachers how to plan, assess, implement, and evaluate instruction. Teachers first learn the ABC model in order to effectively use the "I CAN" resource materials. The "I CAN" resource materials are designed to cover the scope (primary through secondary) and essential content typically addressed in physical education, with accommodations made for students functioning at a wide range of levels (zero competency to advanced). The program is competency-based for both the teachers and their students. Certified trainers conduct workshops on assessing students' performance levels, prescribing instructional activities, teaching individualized instruction in group settings, and evaluating student change and program effectiveness. Teachers are subsequently monitored on their implementation competencies, and receive feedback. The program's performance objectives cover such areas of motor development as aquatics, locomotor skills, body awareness, physical fitness, dance, team sports, individual/dual sports, and outdoor activities. The appendices include a list of training and resource materials, an outline of student performance objectives, and a set of resource materials for the performance of the overhand throw. (JDD)

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I CAN - ACHIEVEMENT BASED CURRICULUM (ABC) PURPOSE, DEVELOPMENT & TEACHER TRAINING

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Running Header: I CAN - ABC

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I CAN - ACHIEVEMENT BASED CURRICULUM (ABC) PURPOSE, DEVELOPMENT & TEACHER TRAINING

ABSTRACT

Project I CAN - ABC is a process model and resource data-base designed to improve both teaching and the quality of instruction provided to all children in the motor domain. I CAN - ABC was developed in response to a national need for an innovative approach to address the instructional needs of teachers responsible for providing instruction in the motor domain. This includes both classroom teachers (special and regular education) who are untrained in the motor domain and physical educators who are untrained in working with the handicapped and in accommodating handicapped individuals into regular education settings. The model incorporates an assessment-based design which allows a wide range of student needs (handicapped and non-handicapped) to be addressed in the same setting. As such, the Project is consistent with the regular education initiative and the desire to move away from pull-out, fix the child programs to individualized instruction designed to allow all children to achieve in the regular education setting.

As indicated in the project name, I CAN - ABC, there are two major components to the program. The achievement based curriculum (ABC) model is the heart of the program. The ABC is a process model for training teachers how to plan, assess, implement and evaluate instruction designed to meet the motor needs of their students. As such, the ABC approach is a marked improvement over traditional activity-based physical education programs. The ABC model is also used as both the method and template for training. The training process is guided by a series of Leadership Training Manuals which are employed by a nation-wide cadre of certified trainers.

I CAN is a resource database designed to complement the ABC Model and assist teachers in learning how to implement each of the ABC model components. The resource materials were specifically designed and organized to be used by classroom teachers and physical educators. The materials have been designed to cover the scope (primary through secondary) and essential content that is typically addressed in physical education for all children, with the additional feature that the I CAN materials have been designed to accommodate students functioning at a wide range of levels (zero competency to advanced). This is one of the unique features which allows I CAN - ABC to address the needs of all children in the regular education setting.

The I CAN - ABC program is competency-based for both the teachers and their students. Continuous formative and summative evaluation methods have been incorporated into both the training and implementation process to ensure that students are achieving the desired outcomes and instruction is being implemented as intended.

BASIC INFORMATION

PROJECT TITLE: I CAN - Achievement-Based Curriculum (ABC)

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Developed with USOE-OSE funding 1971-78 and Michigan Dept. Education funds in 1977

YEARS OF PROJECT:
Developed: Primary 1971-75; Secondary 1975-78
Operated: ABC model field tested and training process developed 1978-81.
Evaluation: Evaluated and approved by the Michigan Dept. Education in 1979 and by JDRP in 1981 and 1985.
Dissemination: under funding from NDN from 1984-88

DESCRIPTION OF PROGRAM

Goals and Effectiveness

The I CAN - ABC project is designed to train classroom teachers (regular and special education) and regular physical educators, responsible for addressing the physical and motor needs of the handicapped students in their classes, how to implement individualized, assessment-based instruction. The two claims of effectiveness which have been approved by the State of Michigan's Adoption Program in 1979 and by Joint Dissemination and Review Panel (JDRP) of the National Diffusion Network (NDN) in 1981 and 1985 are:

1. At least 75 percent of both physical education specialists and/or classroom teachers of handicapped students receiving I CAN - ABC training will achieve implementation mastery (achievement of at least 75 percent of the items on the I CAN - ABC implementation monitoring forms -- a observational instruments designed to record teacher behaviors in planning, assessing, prescribing, teaching, and evaluating objective-based instruction of motor skills).

2. I CAN - ABC, when implemented as intended (implementation mastery), will result in handicapped students significantly improving their performance levels on at least 75 percent of the performance objectives selected from the I CAN primary or secondary instructional resource materials.

Research data were presented in the 1981 and 1985 JDRP reports to document that teachers who were trained with the I CAN - ABC model did achieve at least 75% implementation mastery. The results were drawn from a study of 40 teachers (19 classroom teachers and 21 physical educators) working with 350 (196 boys and 149 females) TMI students aged five to 22 years. The teachers were divided into a formal training group (1 day formal training in I CAN - ABC and 4 follow-up monitoring visits) and non-training group (given the I CAN resource materials and 1.5 hour presentation on how they could be used). Each group then implemented the program by teaching two 20 minutes classes each week for 16 weeks. Analysis of the data by a two-way ANOVA (Training by Teacher type) revealed that the group that received formal I CAN training achieved significantly higher implementation mastery scores than the non-training group (85% versus 65%) and that there was no difference between the effectiveness of the training based on teacher type (classroom versus physical education).

Evidence of student achievement was documented in two ways. First, pre-post data were presented on 611 students aged five to 22 years that had worked on a total of 78 I CAN objectives. Significant pre-post gains were obtained on 64 of the 78 objectives for an overall achievement of 82 percent. Second, comparative gain data of students in I CAN based programs were presented and compared to student gain data in non-I CAN programs. For the 10 objectives used in this study, the students in the I CAN based programs made greater gains on 9 of the objectives over the non-I CAN students with seven of these differences being significant at the .05 level. There was no significant difference between the two groups on the tenth objective.

Background, Foundation, and Theoretical Framework

The beneficial effects of physical activity on growth and development have been documented in several excellent reviews by Steinhaus (1933), Malina (1969), Rarick (1973), Campbell (1973) and Espenschade & Eckert (1980). These reviews underscore the fact that muscle, bone, connective and nervous tissue must be stimulated in order to maintain their integrity. Physiological benefits which can be gained from regular physical activity are: functional improvements in the cardiorespiratory system; increase

in the strength of muscle, bones and connective tissues; decrease in problems related to posture; increase in the resistance or adaptability to stress; general increases in physiological efficiency; improvements in flexibility; and weight control. The attainment of these benefits, however, is dependent upon the kind of activity and how it is performed (sequence, duration, frequency, and intensity).

Project I CAN was initially developed in 1971 to respond to the need for a physical education curriculum for the moderately mentally retarded. Motor performance research on children with moderate handicaps has shown that these children were two to four years behind their non-handicapped peers on physical fitness measures and the acquisition of motor skills (Francis & Rarick, 1959; Rarick, Widdop, & Broadhead, 1970; Adams, 1971; Dobbins & Rarick, 1977). Research also had demonstrated that these deficits could be remediated through the provision of appropriate instruction and opportunities to practice (Oliver, 1958; Gearheart, 1964; Corder, 1966; Solomon & Prangle, 1966; Brown, 1968; Chasey & Wyrick, 1971).

The importance of physical and motor development for the handicapped, as documented above, was further highlighted by its prominent inclusion in PL 94-142, The Education for All Handicapped Children Act of 1975, as a direct service to be delivered to all special education students. Unfortunately, PL 94-142 did not clearly define who was to provide the physical education instruction. As a result of this omission, many classroom teachers (regular and special education) and regular physical education teachers have been called upon to provide appropriate physical education instruction to meet the needs of the handicapped students in their classes. This transfer of responsibilities to teachers who are either untrained in the motor domain or untrained in working with the handicapped has resulted in a tremendous demand for training (NEA, 1979) as well as high teacher stress (Benskey, Shaw, Gouse, Bates, Dixon, & Bean, 1980) and high "burn-out" among teachers of exceptional children (Weiskopf, 1980).

Although I CAN was initially developed to meet the needs of the TMI (Final Report, 1975), it soon became apparent that there was an equal need for both resource materials to assist educators in the provision of appropriate physical education instruction and for a process model designed to guide them through the process of planning, implementation, and evaluation of motor skill instruction (Bird & Gansneder, 1979). From 1971-1978 the I CAN primary and secondary skills resource materials were completed (Wessel, 1979a; 1979b) while at the same time the ABC model was developed and field tested as the basis for training teachers to use the I CAN resource materials (Wessel, 1976b).

The I CAN - ABC training process has been continuously evaluated from 1981 to date and revised to meet the ever changing needs of teachers and schools (Wessel & Kelly, 1985) and to respond to Federal and State mandates. In particular, I CAN - ABC is consistent with the recent Regular Education Initiative and has developed adaptation and resource materials to address the needs of preschool handicapped children in line with PL 99-457 (Wessel, 1981).

Program Features:

How the Program Operates. What I CAN is, how it can be used, how it can assist schools, and what it takes to adopt the program is disseminated at the national, state, and local levels by Awareness presentations (1 to 2.5 hours in length) given by one of the 33 certified trainers located in 17 states throughout the U.S. Awareness presentations are routinely presented at National, Regional and State conferences and at the request of schools at the local level. Following awareness sessions, interested schools then contact the project office and express an interest in adopting (receiving training in) I CAN - ABC. The project office then contacts the certified trainer (CT) that is closest to that school who then contacts the school and negotiates a contract for the 2-4-1 training (described below). The negotiations involve both setting up a time line for the training as well as securing sufficient funds to support the training. CTs are trained to assist the schools in securing funds from a variety of sources such as state facilitators, state mini-grants, staff development funds, or college/university continuing education funds.

I CAN - ABC uses a 2-4-1 training model. Select personnel from the school (administrators, classroom teachers and physical educators) first receive a **two** day intensive training workshop. This two day workshop is tailored to meet local needs and designed to develop the teachers' competencies in the areas of:

- assessing students' performance levels;
- prescribing instructional activities;
- teaching individualized instruction in group settings;
- evaluating student change and program effectiveness.

At the end of the two day workshop, a 12-20 week implementation plan is developed for each teacher. The implementation plan usually involves teaching 3-4 selected objectives to one class with the intended purpose of providing the teacher with an opportunity to develop competencies in assessing, prescribing, teaching, and evaluating. During the implementation period, teachers are monitored at least **four** times and evaluated on their implementation competencies. Constructive feedback and supplemental training is provided, when necessary, to assist each teacher. Following the implementation period, a **one** day intensive

planning workshop is held. The purpose of this workshop is to develop a comprehensive program plan to meet the school's needs. This could range from a K-12 physical education curriculum to accommodate all students (handicapped and non-handicapped) to a very specific program for severely mentally retarded elementary aged students in self-contained classes. Schools which meet the project adoption criteria during the implementation period (teachers achieve at least 75% mastery and their students achieve at least 75%) are recognized as adoption sites. Adoption sites which then wish to be acknowledged as demonstration sites must continue the implementation for 1 year after the planning workshop and provide appropriate student achievement data (75% or greater) to document their effectiveness.

Training in large school districts involves the same 2-4-1 model but is typically implemented in stages with small cohorts of teachers. To reduce costs in districts where there are a large number of teachers to be trained, a local I CAN - ABC trainer can be developed. The local trainer is usually a teacher who has completed the 2-4-1 training and is selected by the CT. This person receives additional training (1-2 days) and initially takes over the four day monitoring responsibilities and assists the CT in the two and one day training workshop. This local trainer may ultimately complete the Leadership Training workshop to become a CT.

Treatment and Effect. The hypothesized treatment and effects are that teachers who are trained in the I CAN - ABC model will achieve at least 75% mastery of the implementation competencies and that their students will achieve at least 75% mastery on the objectives they are taught. Since ongoing actual achievement data (teacher and student) are used throughout the training to evaluate the teachers there is a direct link between the treatment and the desired outcomes.

Scope. As discussed above, the scope of the adoption of the I CAN - ABC program is tailored to the specific needs of the adopting school. Schools may elect to adopt the program for one grade, program level, student population, or for the entire K-12 program. When adopted, the major change to the program is in the process (ABC model) that underlies the program. Usually, no additional resources (staff, equipment or facilities) are required and most of the former curriculum materials will be incorporated into the new program.

Curriculum/Instructional Approach. The goal of the I CAN-ABC program is to train teachers to develop objective-based physical education programs which are assessment-based and designed to address individual student needs in group instructional settings. The ABC model (plan, assess, prescribe,

teach and evaluate) is used as both the method and template for training. The methods and materials used by the CT and the teachers to achieve the target competencies are outlined in detail in the Leadership Training Guides.

Learning Materials. There are extensive training materials to complement the I CAN - ABC training process (See appendix A for a summary) that are fully described in the Content and Program Design sections of this report. The majority of the materials are designed to either guide the training of teachers to use the ABC process (Leadership Training Guides, films/tapes, Implementation Guide, and teacher training kits) or to assist teachers in assessing and prescribing appropriate individualized instruction in physical education (eight I CAN Skill Boxes and Supplemental books and manuals).

Staff Activities and Patterns. The I CAN - ABC project is divided geographically into two regions: East and West. The project center is housed in the Eastern Regional Center at the University of Virginia (Directed by Luke Kelly) and the Western Center is housed at Arizona State University (Directed by Janet Wessel). In addition to the director at each project center, there are a number of certified trainers associated with each center. In addition to the CTs at the project centers, there is a nation-wide network of 33 additional CTs. All requests for training (Awareness or Adoption 2-4-1) that are received either by individual CTs or at the Regional Centers are forwarded to the Eastern Regional Center and then distributed to the closest CT. CTs implement the appropriate training and submit all monitoring and evaluation data to the closest Regional Center. CTs may train local trainers (LTs) in large school districts to assist in the adoption training process. A leadership training workshop is conducted each year (alternating from the East and West centers) to train 5-8 new CTs. Candidates for the leadership training workshops are typically selected from LTs or from College/University faculty that have formally implemented the program.

Management, Monitoring, and Evaluation Procedures. The management, monitoring and evaluation procedures for each phase of training (awareness, two-day I CAN - ABC, four-day monitoring, one-day planning & leadership training) are fully described in the separate Leadership Training Guides (LTGs). The training process for each phase follows the ABC model (plan, assess, prescribe, teach and evaluate). For each training phase (e.g., monitoring) there are clearly stated learning objectives/competencies. For each objective the content to be covered is delineated as well as how it will be evaluated (teacher checklist, CT monitor forms, Assessment accuracy test, etc.). Finally, a summary is provided regarding what materials

are to be submitted by each person (teachers, CTs) and to whom (CTs or Project center) and when. The Project centers in turn monitor the CTs, each training adoption site that is in progress, follow-up on any delinquent data, and assist with any training problems.

NEED FOR ABC PHYSICAL EDUCATION PROGRAMS

The national need for an innovative approach to improving both teaching and the quality of instruction provided in physical education has been well documented by a number of state needs' assessment studies. Bundschuh's (1985) summarization of the results of 16 state-wide physical education needs' assessment studies, conducted since the passage of PL 94-142, revealed a number of major needs. Among these findings was a national need for improved methods of teacher training designed to improve the quality of instruction provided in physical education for the handicapped. Given the facts (already presented in the Background Section of this report, pages 2-4) that physical education is required for all handicapped children under PL 94-142, and that the burden of providing these services in many states has been passed on to classroom teachers (untrained in the motor domain) and/or to regular physical educators (untrained in working with the handicapped), there is clearly a great need for the I CAN-ABC program.

While there are other exemplary physical education projects (e.g., Every child a winner, Project ACTIVE, Database Gymnasium), each of these projects focuses on only a specific aspect of the process (e.g., teaching), a particular content area (e.g., physical fitness), and/or applies to a specific population group (e.g., severely handicapped). I CAN - ABC is the only program that currently provides a comprehensive model (planning, assessing, prescribing, teaching, evaluating) which is supported by a full range of 138 objectives (i.e., fundamental motor skills, physical fitness, body management, aquatics, team sports, individual sports, etc.) spanning the primary - secondary grade levels and which is appropriate for all students (handicapped and non-handicapped). The I CAN - ABC is also one of the only programs that is designed to address the needs of all students (handicapped and non-handicapped) in the regular education setting (not pull-out) and which has been field tested and shown to be effective with both classroom and physical education teachers.

While teacher preparation programs have been revised in recent years to address many of the above stated needs and a number of graduate programs have been created to prepare specialists, it will take a number of years before the graduates of these programs have any marked affect on the schools and the

current problems. Most schools unfortunately can not, for economic reasons, just add specialists (i.e., adapted physical educators) and/or replace current staff with newly trained teachers. Therefore, the primary means of addressing the current teacher training needs in the schools is through projects like the I CAN - ABC.

In addition to meeting the requirements of PL 94-142 and the subsequent needs of the teachers responsible for providing the services mandated by the law, which are more than enough to justify the need for I CAN - ABC, the greatest need addressed by I CAN - ABC program is the development of physical and motor skills of all children and, in particular, the handicapped. The physiological benefits (See Background Section, pages 2-4) to be derived from appropriate instruction in physical education, has previously been stated. The need for functional levels of physical fitness and motor skills is particularly important for the handicapped (e.g., mentally retarded), many of whom will need to depend upon their physical and motor skills for employment. Maintenance of healthy and productive lifestyles, after the school years, is also dependent upon the fitness and motor skills developed during the school years. Physical and motor skills also provide a social outlet for the handicapped to participate in many public recreational activities (e.g., swimming, bowling, skiing, golf, tennis, dance). Failure to develop functional physical and motor skills, on the other hand, will obviously have negative health, employment and social implications. Research has clearly indicated that individuals with poor motor skills and low fitness levels are more susceptible to disease, prone to be obese, have lower levels of physical vitality and tend to be more socially isolated (Astrand & Rodahl, 1977; Pollock, Schmidt, & Jackson, 1980; Worsley, 1981; Mulholland & McNeill, 1985).

PROGRAM CONTENT

Introduction

The I CAN - ABC content can be divided into two major categories: the materials used by the teachers to learn and implement the ABC approach and the materials and procedures used by the CTs to train the teachers. The teacher materials will be described in this section and the CT training materials will be described in the Program Design Section. To orientate the reader to the content it is important to review at this point that the I CAN - ABC has two components: the I CAN resource materials and the ABC model. The teachers must first learn the ABC model so that they can effectively use the I CAN resource materials. The teacher training process is initiated by an awareness workshop and then followed by the 2-4-1 training model (2 day intensive training workshop focusing on ABC components of assessing,

prescribing, teaching, and evaluating), 4 days of on-site monitoring while the teachers implement the ABC model for 12-20 weeks, and then a 1 day intensive planning workshop.

Content is Up-to-date

This section will focus on a review of the I CAN resource materials which are used by the teachers after they have learned the ABC process. Appendix A contains a complete listing of the I CAN resource materials. The heart of the I CAN resource materials for the teachers is the boxes of instructional materials. There are a total of eight boxes (modules) which contain 138 performance objectives divided into 23 units. A complete list of the performance objectives included in the I CAN resource materials is presented in Appendix B.

Format of the I CAN Resource Materials. The performance objectives listed in Appendix B are grouped into units (i.e., the run, hop, skip, etc. are grouped into the unit Locomotor Skills). Each unit is packaged in a notebook and each box (module) contains two notebooks. Appendix C contains a sample set of materials for one performance objective -- overhand throw. For each performance objective the first resource provided is a task analysis of the objective into 4 or 5 skill levels. The right column on page C.35 shows the first three skill levels for the performance objective overhand throw. The skill levels are developmentally sequenced allowing students to enter the skill from zero competence (skill level 1 - physical assistance) and to progress to the mature pattern (skill level 3) and then depending upon the nature of the objective to skill levels 4 and 5 which focus on the use of the mature pattern for distance and/or accuracy. Each skill level (e.g., skill level 3 of the overhand throw) is then further task analyzed into smaller observable components of the skill which are referred to as "focal points" (bottom of left column on page C.35). The task analysis of each performance objective is used as the criterion-referenced or qualitative assessment item for evaluating that skill. Specific instructions and directions are provided within each skill level for soliciting the desired performance.

The next resource provided for each objective is a sample Assessing Activity (page D.37). The sample assessing activity describes a way to organize the class in an activity so that the teacher can observe and assess the students' performance. It is important to note that the assessing activity provided is only an example and that teachers are encouraged to modify and/or substitute other activities to meet their unique needs. A Class Performance Score Sheet (CPSS) is also provided for each objective to assist the teachers in recording student performances. Two CPSSs are provided for each objective: a

complete and a simple. The complete CPSS is the preferred form since it provides the greatest amount of information for prescribing instruction and evaluating student performance. The simple form is provided for situations where the complete form is too time consuming such as a general needs assessments and for use with classes containing large numbers of students.

After the teachers have assessed their students, they can then refer to the instructional activities provided for each objective in the notebook (pages C.39-51 for the overhand throw). Note that a different instructional activity is provided for each focal point within each skill level of the objective (e.g., page 44 contains the instructional activity for skill level 3, focal point b - weight transfer). The instructional activities provide detailed descriptions of how the teacher should organize the instruction as well as what they should do and say. Again, it is important to stress that the instructional activities are provided as a starting point and that the teachers are encouraged to experiment with adapting them to different situations and needs. In addition, each instructional activity is keyed to a game and tied to a specific vocabulary of action words. The games are included in a separate compartment of the box -- samples for the overhand throw are included at the end of Appendix C. Each game card is tied to a specific objective and provides clear instructions on how to organize and implement the game. Suggestions are also provided for how the game can be modified. The action words provided with each instructional activity are designed to assist teachers in using a uniform vocabulary and for providing a means of exchanging vocabulary used in physical education with that being taught in the classroom.

Validity and Reliability of the I CAN Objectives

It is obviously not within the scope of this report to review the validity and reliability data associated with each of the 138 performance objectives included in the I CAN resource materials. The validity and reliability of the I CAN objectives were extensively tested during the I CAN development grants (1971-1978) and the results reported in the respective final reports (Wessel, 1975; Wessel, 1979b). It is also important to note that the task analyses of the objectives for the most part were drawn from the existing motor development literature or created and validated by leading experts in motor development. Since their development, the I CAN criterion-referenced test items have been widely referenced in the leading Adapted Physical Education text books (e.g., Sherrill, 1986; Auxter & Pyfer, 1985). A number of the I CAN performance objectives have also undergone revalidation and have been included in other motor performance tests (e.g., Holland, in press; Ulrich, 1985) and/or adopted by State's as part of their assessment batteries for

physical education (e.g., Michigan State Board, 1981).

Content is Appropriate and Educationally Sound

The I CAN resource materials have been specifically designed and organized to be used by classroom teachers (untrained in the motor domain) and for physical educators (untrained in working with the handicapped). The materials have also been designed to cover the scope (primary - secondary) and essential content that is typically addressed in physical education for all children with the additional feature that the I CAN objectives have been designed to accommodate students functioning at a wide range of levels (zero competency to advanced). This is one of the unique features which allows I CAN to address the needs of all children (handicapped and non-handicapped) in the regular educational setting. It is important to note that the objectives included in the I CAN resource materials are applicable to all students. There is not one type or level of overhand throw performance that is correct for the non-handicapped and another form that is acceptable for the handicapped. There is one biomechanically efficient way to perform the overhand throw which is desirable for all students. The design and organization of the materials also make them an ideal resource to be used by itinerant teachers to assist other teachers, aids, and/or parents to follow-up on instruction on specific objectives in physical education. The objective-based design and built in evaluation criteria of the materials also makes them ideal for use in designing special education students' individualized education programs.

It is important to note that I CAN does not dictate when or which objectives should be taught at any given point in a program. These issues are addressed in the ABC planning process and are determined individually by each school based on their student population, community priorities, and available instructional time. This topic is discussed in more detail in the Program Design section under the one-day planning workshop.

PROGRAM DESIGN

Introduction

The I CAN - ABC training is conducted by the developer/demonstration staff or by a cadre of certified trainers (CTs) that have formally implemented the system and successfully completed leadership training. The CTs are responsible for providing two levels of training: awareness and adoption. Awareness presentations, usually given to large groups of teachers, are short (1 to 2.5 hours) sessions which explain what I CAN - ABC is, how and why it was developed, how it could be used to assist teachers, and what is involved in adopting the

program. Adoption training involves the 2-4-1 training protocol which is designed to develop implementation competencies on the five ABC components. There are five Leadership Training Guides (LTGs) designed to be used by the CTs in conducting the various training activities.

Design is an improvement over other programs

The heart of the I CAN - ABC program design and training is the ABC model. The ABC model (Wessel & Kelly, 1986) was developed from research on effective teaching and schools, and highlights the essential components needed to implement a sound instructional program in physical education. The ABC model is composed of five components each of which is briefly described below:

1. PLANNING. Planning involves the process of developing a unified school/district physical education curriculum or program plan. The result of the planning process is a functional curriculum that delineates what the program goals are, the sequence of objectives that must be achieved to reach each goal, when in the program each objective will be taught and mastered, and how much time will be devoted to each objective.
2. ASSESSING. Students are assessed on all objectives targeted for instruction in a given unit prior to initial instruction using the I CAN performance objective qualitative assessment items. Initial assessment data are recorded (written) with the easy to use CPSS provided in the I CAN resource materials. Reassessment is a continuous process repeated daily in conjunction with teaching. At the end of the unit, a final assessment is conducted and recorded to document the changes that have occurred.
3. PRESCRIBING. Student assessment data are used to plan appropriate instructional lessons designed to meet the unique needs of all the students in the class. The end result of the prescribing process is an objective-based lesson plan which serves as a written record of what instruction was provided.
4. TEACHING. Teaching is defined as implementing the prescribed lesson using appropriate teaching strategies, methods and materials. The focus of teaching is on managing the instructional environment so that the desired learning occurs. A critical element of the instructional process in the ABC model is that all students know what it is they are learning (the focal points of the skill) and which specific focal point they are working on at all times.
5. EVALUATING. Continuous student assessment data are used to evaluate student progress and teacher/instruction effectiveness. The evaluation process identifies what aspects of the program should be replicated and what parts

should be changed. The evaluation data also provide the basis for reporting student progress and for documenting the program/teacher's effectiveness.

Although presented as five discrete components in sequential order, the ABC is a dynamic process. The initial program plan is only a point of departure and is constantly revised based upon student evaluation data. The ABC approach is a marked improvement over the traditional activity-based physical education programs. Activity-based programs are designed around the premise that if children are provided an opportunity to participate in activities that contain the desired skills (objectives) to be learned they will in fact learn them. While this approach is of questionable validity for even highly skilled children, it clearly is not the most appropriate approach to addressing the needs of handicapped students in a regular education environment.

Design is Up-to-date for Field, Subject Area, and Target Population

The ABC model and use of the I CAN resource materials are taught to the teachers via the 2-4-1 training protocol using the ABC model. The purpose of the first two-day workshop is to develop the teachers' competencies in the areas of assessing, prescribing, teaching and evaluating. A standard agenda for the two-day workshop is shown in Appendix D. The actual content to be covered under each agenda item is delineated in the subsequent sections of the Awareness Leadership Training manual as well as the additional training materials which are used. Although the CT will have a complete set of the I CAN materials available during the training workshop, it is important to note that all the materials needed by the teacher during the training are provided in a teacher training kit which is produced and sold for seven dollars by Hubbard Publishing.

It is important to note the emphasis that is placed on assessment during the two-day training workshop. While all of the components are integral to successful implementation, the ability to accurately assess is essential to accurate prescriptions and subsequent teaching. A number of excellent supplemental resources (films and videotapes) have been created to assist the teachers in learning the assessment process and the focal points of the various performance objectives (See AV resources listed in Appendix A).

Throughout the two-day training workshop the teachers' progress is continuously evaluated. The methods of evaluation vary from formal tests such as assessing film clips of children performing skills to informal techniques such as completing simulated skill activities in small groups. The teacher performance data are used immediately to clarify any problem

areas and to identify any concepts that need to be reviewed. At the end of the two-day workshop, teachers are given a cognitive skills test to verify their understanding of the ABC model and ability to use the I CAN materials. The teachers are also asked to evaluate the CT. The teacher performance data and workshop evaluation data are then used by the CT and the I CAN Regional centers to evaluate the CT's performance. Any teachers not achieving at least 80% assessing accuracy during training or at least 80% correct on the cognitive skills test would be given additional tasks to work on independently to remedy their specific deficits.

At the end of the two-day training workshop the teachers are guided through a step-by-step process of developing a 12-20 week implementation plan. The purpose of the implementation period is to allow the teachers to apply the knowledge and skills they have just learned. Teachers are encouraged to only work with one class or in some cases even a small group of students in a class on a small number of objectives (3-4). In the implementation plan, the teachers identify what objectives they plan to teach during that period and approximately when they plan to do assessing, prescribing/teaching, and evaluation on each objective. The teachers are then guided through the appropriate I CAN materials for the objectives they have selected.

During the implementation period, each teacher is monitored by the CT at least four times. The monitoring procedures and responsibilities of both the CT and the teachers are presented in the Monitoring Handbook LTG. The CTs are trained to conduct the monitor visits in a positive and constructive fashion. The teachers are called prior to each visit and reminded to review the appropriate checklist for the component to be monitored on the next visit. Following each observation, time is planned to review the CT's observations and discuss his/her ratings. Problem areas are identified and ways to address them discussed. Following each visit, the CT sends the teacher a summary of the comments and recommendations that were made and the expectations for the next visit. Teachers are monitored on each component until they achieve at least 80% positive (yes) ratings (see sample Monitoring form for prescribing in Appendix D). In addition, a few of the components involve additional evaluation criteria. The teachers, for example, must achieve at least 80% assessment accuracy agreement with the CT on a sample of students assessed during an assessment monitoring visit. Monitoring evaluation data are collected to document each teacher's progress throughout the implementation period. Note that the teachers also evaluate the CTs monitoring so that s/he and the Regional Centers can also monitor the CT's performance.

Following the implementation period, a one-day intensive

training workshop is conducted on planning. Although listed as the first component of the ABC model, planning is addressed at the end because it has been found that the teachers need to have worked with the other four components before they can make accurate planning decisions. The content and procedures for conducting the planning workshop are presented in the Planning the ABC Model School Program LTG.

There are two important features to note concerning the ABC planning process. First, the scope of the program plan to be developed can vary from a program to be implemented by a single teacher for a given class at a certain grade level to a school or district-wide K-12 program to be implemented by all teachers. More time will obviously be required if a very large program plan is to be defined, but the procedures are the same. Second, the CT does not dictate the content to be included in the plan. The CT teaches the planning process and then serves as a guide through the actual development of the program plan. The actual content is determined by local needs and interests and by the local staff. Teachers are also not limited to the content covered in the I CAN resource materials. Although the majority of objectives selected will more than likely already exist in the I CAN materials, any objective can be selected and appropriate (comparable) resource materials will then be either found in other resources or created.

Although not required in the adoption process, schools completing the 2-4-1 adoption training are encouraged to plan periodic follow-up visits with the CT/Project Center and to continue to submit implementation data following the completion of training to eventually qualify as an I CAN - ABC demonstration site.

The 2-4-1 training protocol has also been modified so that it can be used by college/university professors to infuse the I CAN - ABC content and competencies into their teacher preparation courses. A separate LTG is used to guide the professors through this process. The most common format is to infuse the content of the two-day training and one-day planning workshops into an undergraduate or graduate adapted physical education course and then to build the implementation competencies and evaluation into a laboratory or practicum teaching experience. Many colleges/universities use on-site motor development clinics as practicum sites for the students to implement the I CAN - ABC competencies. College/university sites must achieve all the same competency levels and submit all the required evaluation data. Sites demonstrating 75% mastery or better achievement levels for a year are approved as demonstration training sites.

Finally, each year candidates are solicited from

colleges/universities and from LTs trained in adopting schools to attend the I CAN - ABC leadership training workshop to become approved CTs. The majority of the CTs come from college/university settings primarily because of their interest in the system and their ability to adjust their schedules during the school year to provide training to schools.

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Appendix A

I CAN - ACHIEVEMENT BASED CURRICULUM (ABC)

TRAINING AND RESOURCE MATERIALS

I CAN - ABC PRIMARY SKILLS MODULES

Fundamental Motor Skills
Body Management Skills
Aquatics Skills
Health Fitness Skills

I CAN - ABC SPORT-LEISURE RECREATION MODULES

Team Sports
Individual Sports and Dance
Backyard/Neighborhood Activities
Outdoor Activities

I CAN - ABC TEACHER TRAINING AUDIO-VISUAL MATERIALS

I CAN - ABC Implementation System (Film and **Videotape**)
And So They Move (Film)
Locomotor Skills - Part I (Film)
Locomotor Skills - Part II (Film)
Object Control Skills - Part I (Film)
Object Control Skills - Part II (Film)
Assessment Accuracy - 7 Skills (Videotape)
NDN Statilite Awareness (Videotape)

I CAN - ABC TEACHER TRAINING MATERIALS AND RESOURCES

Teacher Training Kit
Implementation Guide
Planning Individualized Education Programs
Adaptation Manual for Teaching Physical Education to the Severely Handicapped
Achievement Based Curriculum Development in Physical Education, by Janet Wessel and Luke Kelly, Lea & Febiger, Philadelphia, PA, 1985.
Preprimary Implementation Guide
Preprimary Motor and Play Skills Units
- Body Control Skills
- Health-Fitness Skills
- Locomotor Skills
- Object Control Skills
- Play Equipment Skills
- Play Participation Skills

I CAN - ABC LEADERSHIP TRAINING MANUALS

Awareness Presentations
ABC Model Workshop (2 days)
Monitoring Handbook: Implementing and Evaluating the ABC Program Plan
Planning the ABC Model School Program
Resources
College and University Training Centers

APPENDIX B

I CAN PERFORMANCE OBJECTIVES

I CAN

PRIMARY AND SOCIAL SKILLS PERFORMANCE OBJECTIVES FOR PLANNING

Aquatics

Basic Skills
- adjustment to water
- breath control
- front buoyancy
- back buoyancy
- front flutter kick
- back flutter kick
- wedge kick

Swimming and Entry Skills
- front crawl
- back crawl
- finning
- elementary backstroke
- tread water
- survival float
- jump into water
- front dive

Fundamental Skills

Locomotor Skills and Rhythms
- run
- leap
- horizontal jump
- vertical jump
- hop
- gallop
- slide
- skip
- even beat
- uneven beat
- accent
- communication

Object Control
- underhand roll
- underhand throw
- overhand throw
- kick
- continuous bounce
- catch
- underhand strike
- overhand strike
- forehand strike
- backhand strike
- sidearm strike

Body Management Skills

Body Awareness
- body actions
- body parts
- body planes
- shapes and sizes
- directions in space
- personal space
- general space

Controling the Body
- log roll
- shoulder roll
- forward roll
- backward roll
- 2 pt. balances
- 1 pt. balances
- dynamic balances
- bounce on trampoline
- airborn turn on trampoline
- drops on trampoline
- inverted balances

Health/Fitness Skills

Physical Fitness
- abdominal strength and endurance
- arm/shoulder/chest strength and endurance
- heart/lung endurance
- trunk and leg flexibility
- relaxation
- weight maintenance

Awareness of Body Postures
- standing
- sitting
- walking
- ascending, descending stairs
- pushing
- pulling
- holding and carrying objects
- lifting objects
- lowering objects

Responsibility
- to properly use and care for equipment
- to comply with rules

Cooperation
- to share equipment and take turns
- to follow directions

Self-Control
- to persevere in task
- to compete in game activities

I CAN

CONTINUING SKILLS PERFORMANCE OBJECTIVES FOR PLANNING

DANCE SKILLS

1. Folk/Square Dance
   - circle formation
   - circle formation-partners
   - step hop
   - schottische
   - polka
   - two-step
   - participation

TEAM SPORTS

2. Basketball
   - chest pass
   - set shot
   - dribbling
   - lay-up
   - rebounding
   - guarding
   - pivot
   - participation

3. Volleyball
   - forearm pass
   - underhand serve
   - overhead pass
   - spike
   - block
   - participation

4. Softball
   - fielding
   - base-running
   - batting
   - participation

INDIVIDUAL/DUAL SPORTS

5. Track and Field
   - sprints
   - long jump
   - softball throw
   - 440 relay
   - high jump
   - distance events
   - participation

6. Gymnastics
   - tumbling
   - balancing beam

7. Bowling
   - delivery
   - functional game
   - accuracy

8. Roller Skating
   - forward
   - backward
   - turns
   - participation

9. Badminton
   - ready position
   - underhand stroke
   - serve
   - forehand drive
   - backhand drive
   - overhead stroke
   - participation

10. Horsehoes
    - pitching
    - participation

INDIVIDUAL/DUAL SPORTS

11. Croquet
    - strike
    - participation

12. Tetherball
    - strike
    - participation

OUTDOOR ACTIVITIES

13. Camping
    - raise and lower two-man tent
    - building and extinguishing a fire
    - prepare meals
    - participation

14. Cross Country Skiing
    - preliminary skills
    - flat terrain
    - downhill
    - uphill
    - change directions
    - participation

15. Backpacking/Hiking
    - fundamental hiking technique
    - fundamental backpacking technique
    - participation

APPENDIX C

SAMPLE I CAN RESOURCE MATERIALS FOR THE PERFORMANCE OBJECTIVE

OVERHAND THROW

I CAN

PERFORMANCE OBJECTIVE:
TO DEMONSTRATE A FUNCTIONAL OVERHAND THROW

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
4. To demonstrate a mature overhand throw for distance.	Given a verbal request and a demonstration, a student with the mature throwing pattern and sufficient arm strength can throw a 3-4 inch ball a distance of at least the minimum performance criteria for age and sex (see table below) 2 out of 3 times with angle of release at 45° (±5°).
5. To demonstrate a mature overhand throw for accuracy.	Given a verbal request and a demonstration, the student can throw a 3-4 inch ball with a mature pattern 2 out of 3 times, hitting an 8-foot-square target placed 1 foot off the ground from a distance of 50 feet.

Distance* (in feet) boys and girls 8-15 years should be able to throw a 3-4 inch ball

Age in years	8-9	10-12	13-15
Girls	46	71	84
Boys	73	114	159

*These are the minimum acceptable distance criteria.

Source: *Special Olympics Instructional Manual,* (Washington, D.C., American Association for Health, Physical Education and Recreation and The Joseph P. Kennedy, Jr. Foundation, 1972).

I CAN

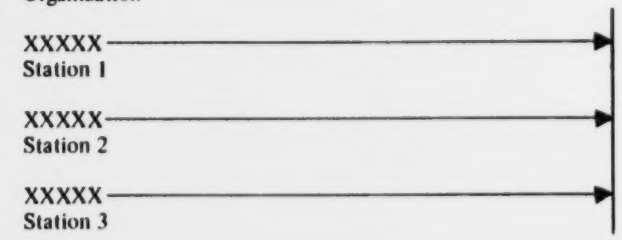
PERFORMANCE OBJECTIVE:

TO DEMONSTRATE A FUNCTIONAL OVERHAND THROW

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To demonstrate an overhand throw with assistance.	Given a verbal request, a demonstration, and physical assistance, a student with the ability to grasp a ball can throw a 3-4 inch ball for a distance of at least 10 feet, 2 out of 3 times, without resistance in this manner: a. Overhand motion in the direction of the throw (hand passes above shoulder) b. Release the ball in the anticipated direction of the throw.
2. To demonstrate an overhand throw without assistance. b.	Given a verbal request and a demonstration of the mature overhand throw, a student with the ability to perform the overhand throw with assistance can throw a 3-4 inch ball to a 20-inch wide target placed 15 feet away, 2 out of 3 times in this manner: a. Eyes focused on the target b. Throwing arm motion includes the hand passing above the shoulder.
3. To demonstrate a mature overhand throw. a.,c. b.,c.	Given a verbal request and a demonstration, a student with the ability to perform the overhand throw can throw a 3-4 inch ball, 2 out of 3 times in this manner: a. Almost complete extension of the throwing arm to initiate windup for the throwing action (assuming a side orientation prior to the throw) b. Weight transfer to the foot opposite the throwing arm c. Hip and spine rotation (1/4 rotation) in preparation for and during the throwing action d. Follow through well beyond ball release and toward the desired direction of travel e. Smooth (not mechanical or jerky) integration of four previous points.

PERFORMANCE OBJECTIVE: To Demonstrate A Functional Overhand Throw

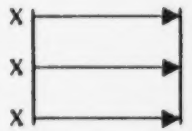
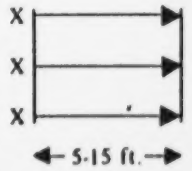
1. Engage students in overhand throwing activity.
2. While you teach, assess students' entry level status.
3. After sufficient observation, record their status, using the Class Performance Score Sheet.
4. Note which skill level each student has mastered.
5. Observe each student's particular style to determine whether your teaching strategy should involve verbal or nonverbal techniques of communication.
6. Plan lessons according to students' needs and their statuses, based on your physical education goals.
7. Continue to teach and assess students using I CAN Instructional Activities.

DIRECTIONS	ORGANIZATION & MATERIALS
Organize the students into stations, with no more than about 4 to 6 per station. Introduce the overhand throw. Model the mature overhand throw as defined in the Performance Objective description: – extend throwing arm – side orientation – weight transfer – hip and spine rotation – follow-through – throw smoothly Tell students: DO THIS. THROW HARD. Have each student throw at a wall or target. Physically assist students who do not throw. At each station the teacher or aide will teach and assess students' performance. Repeat the activity until all students are assessed, or until students become tired.	Organization  Materials Targets 1 inch masking tape to mark students' positions. One 3 to 4 inch ball per station.

I CAN

INSTRUCTIONAL ACTIVITIES

PERFORMANCE OBJECTIVE: Overhand Throw

FOCAL POINTS	WHAT TO DO	WHAT TO SAY	MATERIALS	ORGANIZATION
b. Release the ball in the anticipated direction of the throw	Stand behind the student. Grasp the wrist of his throwing arm and move his arm through the overhapd throwing motion. As the hand passes above the shoulder and forward in the direction of the throw, snap the student's wrist slightly to release the ball.	Throw the ball. Throw hard.	3-4 inch balls, one per student	Line Stations 
	Indicate a wall or other large target to be thrown at.	Throw at the wall. Throw hard.	3-4 inch balls	
	Attach a string to the ball. Stand in front of the student and tell him to throw. As the throwing hand moves above the shoulder and forward, pull on the string to promote release of the ball.	Throw to me. Throw hard.	String about 4-6 feet long	
	Model the correct overhand throwing action with release in direction of throw.	Do this (point to throwing arm). Watch me throw. Throw as hard as you can.		

GAMES

Cleaning Out the Backyard

ACTION WORDS

THROW	WATCH
HARD	BALL
WALL	DO THIS

I CAN

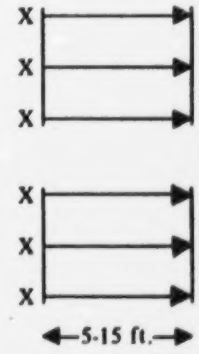
INSTRUCTIONAL ACTIVITIES

PERFORMANCE OBJECTIVE: Overhand Throw

1. To Demonstrate An Overhand Throw With Assistance

TEACHING DIRECTIONS:

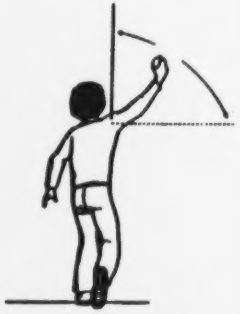
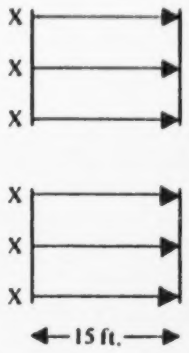
1. This activity has two focal points. Review both points before beginning.
2. Model and practice the overhand throw.
3. Organize the class into two stations. Group students by skill level. Manipulate students who do not throw.
4. Teacher or aide will teach, assess, and allow for practice of one or more focal points at each station.

FOCAL POINTS	WHAT TO DO	WHAT TO SAY	MATERIALS	ORGANIZATION
a. Overhand motion in the direction of the throw (hand passes above shoulder)	Stand behind the student. Grasp the hand or wrist of throwing arm. Move his hand to the above the shoulder position and through the overhand throwing motion.	Throw the ball. Throw hard.	3-4 inch balls, one per student	Line Stations
	Indicate a wall or other large target to be thrown at.	Throw at the wall. Throw hard.	3-4 inch ball	
SUGGESTED SEQUENCE: 1. Project a ball in any way or in any direction. 2. Throw with hand passing above shoulder, full assistance. 3. Throw with hand passing above shoulder, movement initiated. 4. Throw with hand passing above shoulder, no assistance.	Model the correct overhand throwing action with hand passing above the shoulder.	Do this (point to throwing arm). Watch me throw. Throw as hard as you can.	None required	
	GAMES Cleaning Out the Backyard	**ACTION WORDS** THROW WATCH HARD BALL WALL DO THIS		

I CAN

INSTRUCTIONAL ACTIVITIES

PERFORMANCE OBJECTIVE: Overhand Throw

FOCAL POINTS	WHAT TO DO	WHAT TO SAY	MATERIALS	ORGANIZATION
b. Throwing arm motion includes the hand passing above the shoulder 	Stand behind the student. Grasp his throwing arm and move it through the full overhand throwing motion. Model the correct overhand throwing action with hand passing above the shoulder. **GAMES** Cleaning Out the Backyard	This is your hand. This is your shoulder. Make your hand go above your shoulder when you throw. Throw hard. Do this (point to throwing arm). Watch me throw. My hand goes above my shoulder when I throw. Now throw as hard as you can. **ACTION WORDS** THROW SHOULDER DO THIS HARD ABOVE HAND WATCH	3-4 inch balls, one per student; Target 20 inches wide, 15 feet from student Materials listed above	Stations 

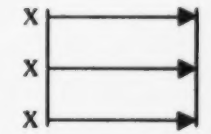
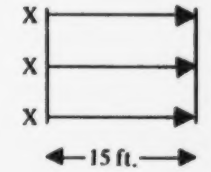
I CAN

INSTRUCTIONAL ACTIVITIES
PERFORMANCE OBJECTIVE: Overhand Throw

2. To Demonstrate An Overhand Throw Without Assistance

TEACHING DIRECTIONS:

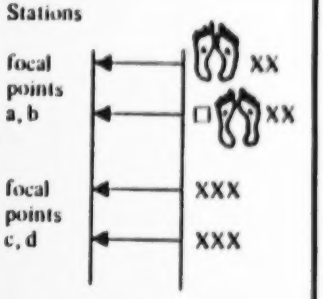
1. This activity has two focal points. Review both points before beginning.
2. Model and practice the overhand throw.
3. Organize the class into two stations. Group students by skill level. Manipulate students who do not throw.
4. Teacher or aide will teach, assess, and allow for practice of one or more focal points.

FOCAL POINTS	WHAT TO DO	WHAT TO SAY	MATERIALS	ORGANIZATION
a. Eyes focused on the target	Stand behind the student. Turn her head with your hands so that she faces the target directly.	This is a target. Look at the target. Throw at the target. Throw hard.	20 inch wide target, 15 feet from student; 3-4 inch balls	Stations
	Stand behind the student. Place your hands, fingers together and palms in, on the student's head alongside his eyes to serve as "blinders." Turn the student's face toward the target.	Look at the target. Throw at the target. Throw hard.	Same as above	
SUGGESTED SEQUENCE: 1. Project a ball in any way or in any direction. 2. Throw with hand passing above shoulder, full assistance. 3. Throw with hand passing above shoulder, movement initiated. 4. Throw with hand passing above shoulder, no assistance.	Hold the target in front of you at the student's eye level. Stand 15 feet in front of the student.	Look at me. Throw at the target I am holding. Throw hard.	Same as above	
	Model overhand throwing with eyes focused on the target.	Do this (point to eyes looking at target). Watch me throw at the target. Throw at the target as hard as you can.	Same as above	
	Hint: Make a target out of brightly colored paper or with a face or other design. **GAMES** Cleaning Out the Backyard	**ACTION WORDS** TARGET LOOK THROW WATCH HARD DO THIS		

I CAN

INSTRUCTIONAL ACTIVITIES

PERFORMANCE OBJECTIVE: Overhand Throw

FOCAL POINTS	WHAT TO DO	WHAT TO SAY	MATERIALS	ORGANIZATION
b. Weight transfer to the foot opposite the throwing arm	Stand behind the student. Pull his throwing arm back and bring shoulders and hips back so that all of his weight is on the foot of the side of his throwing arm. Move his arm through the throwing motion, giving a slight push forward to promote the transfer of weight to the foot opposite the throwing arm.	Put your arm back as far as you can. Stand on this foot (point or tap). Throw hard. Now step on your other foot.	3-4 inch balls, one per student	Stations 
	Place a small rubber mat or small rug in front of the student the distance of one of her forward strides. Have her stand with her weight on the foot of the throwing arm side and step forward to the mat or rug with the opposite foot.	Put your arm back as far as you can. Stand on this foot (point or tap). Step on the mat with your other foot when you throw. Throw hard.	Small rubber mat; 3-4 inch balls	
	Model the correct overhand throwing action. Exaggerate the weight transfer.	Do this (point to back leg, then front). Watch me throw. I stand on this foot (point). Then I step on this foot (point) when I throw. Now you throw hard. Step like I do.	3-4 inch balls	
	GAMES Leader Class	**ACTION WORDS** ARM, BACK, FAR, STAND, STEP, THROW, HARD, OTHER, DO THIS, WATCH, FOOT		

I CAN

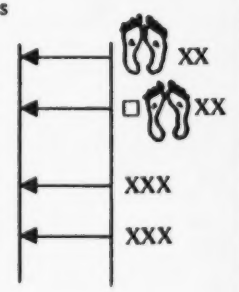
INSTRUCTIONAL ACTIVITIES

PERFORMANCE OBJECTIVE: Overhand Throw

3. To Demonstrate A Mature Overhand Throw

TEACHING DIRECTIONS:

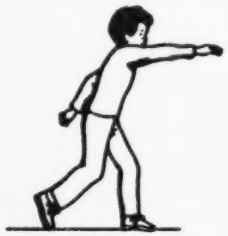
1. This activity has five focal points. Review all points before beginning.
2. Organize the class into stations behind a line parallel to the wall. Place foot prints behind the line at Station 1 for practice of the side orientation, and small rugs or mats to step on for practicing weight transfer.
3. Teach, assess, and allow for practice of one or more focal points.

FOCAL POINTS	WHAT TO DO	WHAT TO SAY	MATERIALS	ORGANIZATION
a. Almost complete extension of the throwing arm for wind-up (side orientation)	Stand behind the student. Turn his body so that his toes point at a 90° angle from the line of the target. Turn his head to face the target. Pull his throwing arm behind his shoulder so extension is complete. With student in side-oriented position, stand 3 feet behind him, holding a ball. Tape paper foot prints to the floor placed at a 90° angle to the desired direction of the throw. Have student place his feet on the foot prints. Model the correct overhand throwing action. Hold the arm extension position. **GAMES** Leader Class	Point your toes to that wall. Look at the target. Put your arm as far back as you can. Throw hard at the target. Point your toes to that wall. Put your arm back for the ball. Throw hard. Stand on the foot prints. Throw hard at the target. Do this (point to throwing arm). Watch me throw. My arm goes way back. Now you throw. Put your arm back as far as you can. Throw hard. **ACTION WORDS** POINT BACK WATCH TOES THROW FAR LOOK HARD FOOT PRINTS ARM DO THIS	3-4 inch balls, one per student; targets Materials listed above Foot prints; 3-4 inch balls; targets 3-4 inch balls	Stations focal points a, b focal points c, d 

I CAN

INSTRUCTIONAL ACTIVITIES

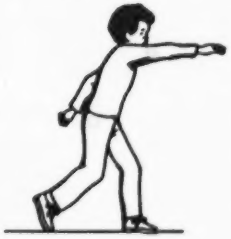
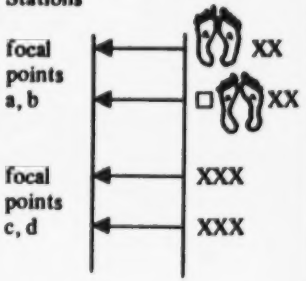
PERFORMANCE OBJECTIVE: Overhand Throw

FOCAL POINTS	WHAT TO DO	WHAT TO SAY	MATERIALS	ORGANIZATION
d. Follow through well beyond ball release and toward the desired direction 	Stand behind the student. Grasp the hand or wrist of his throwing arm. Move his arm through the throwing action and the follow through motion forward and down, first without a ball then with a ball. Indicate a target to be thrown at. Tell the student to point to the target with his arm when he throws and keep his arm moving after ball release. Model the correct overhand throwing action with the throwing arm continuing to follow through after release of the ball. **GAMES** Leader Class	Put your arm back and throw. Keep your arm moving after you let go of the ball. Throw hard at the target. Point your arm at the target when you let go of the ball. Keep your arm moving after you throw. Do this (point to throwing arm). Watch me throw. My arm keeps moving after I let go of the ball. Now you throw hard. Make your arm keep moving after the ball goes. **ACTION WORDS** ARM, BALL, DO THIS, THROW, POINT, AFTER, HARD, WATCH, TARGET	3-4 inch balls, one per student 3-4 inch balls; targets, one per student Materials listed above	Stations focal points a, b — XX XX focal points c, d — XXX XXX

I CAN

INSTRUCTIONAL ACTIVITIES

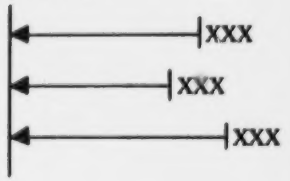
PERFORMANCE OBJECTIVE: Overhand Throw

FOCAL POINTS	WHAT TO DO	WHAT TO SAY	MATERIALS	ORGANIZATION
c. Hip and spine rotation (1/4 rotation) in preparation for and during the throwing action 	While student is standing in the side-oriented position, twist his body in the proper direction by placing your hands on his shoulder, back or hip and turning. Repeat while student goes through throwing motion.	Put your arm back as far as you can. Turn toward your arm. Throw as hard as you can.	3-4 inch balls, one per student	Stations 
	When the student is in the proper side-oriented position, stand behind him but slightly to the side opposite his throwing arm. Have him reach back to you for the ball, then throw.	Put your arm back toward me. Turn so you can reach the ball. Now turn toward the target when you throw. Throw hard.	3-4 inch balls, one per student; targets, one per student	
	Indicate a wall or other target to be thrown at.	Put your arm back as far as you can. Turn toward your arm. Turn toward the target when you throw. Throw hard.	Materials listed above	
	Model the correct overhand throwing action, exaggerating the hip and spine rotation and holding key position.	Do this (point to hips, shoulders, spine turning). Watch me throw. I put my arm back and turn toward it. Then I turn toward the target and throw. Now you throw hard. Turn like I do.	Materials listed above	
	GAMES Leader Class	**ACTION WORDS** ARM, BACK, FAR, TURN, TOWARD, THROW, HARD, BALL, TARGET, DO THIS, WATCH		

I CAN

INSTRUCTIONAL ACTIVITIES

PERFORMANCE OBJECTIVE: Overhand Throw

FOCAL POINTS	WHAT TO DO	WHAT TO SAY	MATERIALS	ORGANIZATION
e. Smooth integration of previous focal points	Provide several targets at varying distances for students to throw at. Allow all students maximal practice opportunities. Model the correct throwing action in a smooth, continuous motion.	Throw as hard as you can. Do this. Watch me throw. Throw as hard as you can.	3-4 inch balls; targets, one per student 3-4 inch ball	Stations 

GAMES

Leader Class

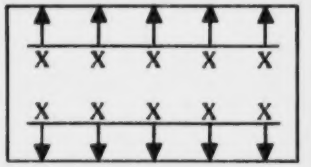
ACTION WORDS

THROW DO THIS
HARD WATCH
BALL

4. To Demonstrate A Mature Overhand Throw For Distance

TEACHING DIRECTIONS:

1. Organize the class into lines facing walls. Each student will throw at a target placed on the wall. Gradually move the line farther and farther from targets.
2. Teacher and/or aide will teach, assess, and allow for practice of the mature overhand throw for distance.

FOCAL POINTS	WHAT TO DO	WHAT TO SAY	MATERIALS	ORGANIZATION
Angle of release at 45° (±5°)	Stand behind the student. Grasp the hand or wrist of his throwing arm. Move his arm slowly through the overhand throwing motion. Stop when his hand reaches the point of a 45° angle forward.	To make the ball go far, let go of the ball when your arm is here. Throw hard.	3-4 inch balls, one per student	Lines 
	Place paper targets at a height that requires release of the ball at a 45° angle. Gradually increase distance.	Throw at the target. Throw hard.	Targets, one per student; 3-4 inch balls	
	Tie a rope or volleyball net across the room for student to throw over. Gradually increase distance.	Throw the ball over the net. Throw hard.	Rope or net and poles; 3-4 inch balls	
	Model the correct action, with arm at 45° forward angle position.	Do this (point to throwing arm). Watch me throw. To make the ball go far I let go when my arm is here. Now you throw hard. Make the ball go far.	3-4 inch ball	
SUGGESTED SEQUENCE: 1. Throwing at a distance equal to 25th percentile for age/sex. 2. Throwing at criterion for age/sex.	**GAMES** Net Ball	**ACTION WORDS** BALL THROW TARGET FAR HARD DO THIS ARM OVER WATCH		

I CAN

Physical Education Activities to Reinforce Object Control

Games are used extensively in the I CAN program for play and practice while students learn new skills. These games have been selected to reinforce particular performance objectives. Many of them, as you will see, are applicable to other newly learned skills as well. A list of the games, referenced to the skill each was designed to reinforce, is provided here. As you use these games in your daily activities you will find new ways to apply them.

General Directions:

Organize students as indicated on the game card. State or demonstrate the object of the game.

Practice the game to be sure all students understand how to play.

Play the game, teaching or assessing particular focal points at appropriate times.

References:

The books listed here are those the I CAN project staff has found particularly valuable in the writing of these games.

American Association for Health, Physical Education, and Recreation, *The Best of Challenge* (Washington, D.C.: AAHPER, 1971).

Andrews, Gladys, J. Saurborn, and E. Schneider, *Physical Education for Today's Boys and Girls* (Boston: Allyn and Bacon, 1960).

Dauer, Victor P., *Dynamic Physical Education for Elementary School Children* (Minneapolis: Burgess, 1971).

Gilliom, Bonnie Cherp, *Basic Movement Education for Children: Rationale and Teaching Units* (Menlo Park, Cal.: Addison-Wesley, 1970.

Ginglen, D. R. and W. E. Stiles, *Music Activities for Retarded Children: A Handbook for Teachers and Parents* New York: Abingdon, 1966).

Joyce, Mary, *First Steps in Teaching Creative Dance* (Palo Alto, Cal.: National Press, 1973).

Kraus, R., *Folk and Square Dance and Singing Games for the Elementary School* (Englewood Cliffs, N.J.: Prentice-Hall, 1966).

Schurr, Evelyn L., *Movement Experiences for Children* (New York: Appleton-Century Crofts, 1967).

Game		Performance Objective
1	Ball Dribble	Continuous Bounce
2	Ball Pass Relay	Underhand Roll
3	Base Dribbling	Continuous Bounce
4	Basketball Lead-Up	Continuous Bounce
5	Bat the Ball	Sidearm Strike
6	Bounce Ball Relay	Continuous Bounce
7	Bounce Net Ball (1)	Overhead Strike
8	Bounce Net Ball (2)	Forehand Strike
9	Bounce Net Ball (3)	Backhand Strike
10	Boundary Ball	Catch
11	Bowling Game	Underhand Roll
12	Circle Kick Ball	Kick
13	Circle Strike Ball	Underhand Strike
14	Cleaning Out the Backyard	Overhand Throw
15	Diamond Relay	Kick
16	Double Line Relay	Catch
17	Hit 'Em Again (1)	Overhand Strike
18	Hit 'Em Again (2)	Forehand Strike
19	Hit 'Em Again (3)	Backhand Strike
20	Hit the Balloon (1)	Overhand Strike
21	Hit the Balloon (2)	Forehand Strike
22	Hit the Balloon (3)	Backhand Strike
23	Hot Potato	Underhand Throw
24	Keep It Up	Underhand Strike
25	Kicking Practice	Kick
26	Kick the Can Down	Kick
27	Knocking Down Cans	Underhand Throw
28	Leader Class	Overhand Throw
29	Name Ball	Catch
30	Net Ball	Overhand Throw
31	Paper Ball Fight	Underhand Throw
32	Shotgun	Underhand Throw
33	Sidewalk Tennis	Underhand Strike
34	Target Bowling	Underhand Roll
35	Target Practice	Overhand Throw
36	Tee Ball	Sidearm Strike
37	Two-Base Tee Ball	Sidearm Strike

I CAN

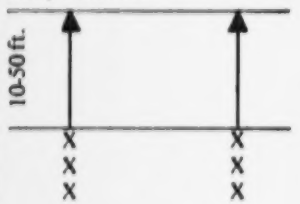
INSTRUCTIONAL ACTIVITIES

PERFORMANCE OBJECTIVE: Overhand Throw

5. To Demonstrate A Mature Overhand Throw For Accuracy

TEACHING DIRECTIONS:

1. Organize the class into relay stations. Place an 8-foot square target one foot off the ground, on a wall 10 feet away. After each student hits the target at this distance, move the relay line to 15 feet, then 20 feet, etc. up to 50 feet.
2. Teacher or aide will teach, assess, and allow for target practice at each relay station.

FOCAL POINTS	WHAT TO DO	WHAT TO SAY	MATERIALS	ORGANIZATION
Ball hits target specified number of times at a 50-foot distance	Have student throw at the target from a distance of 5 feet, then 8 feet, then 10, gradually increasing the distance to 50 feet. Make the target a bright color or attention-getting design.	Throw at the target. Throw as hard as you can.	3-4 inch balls, target 8 feet square, one foot off the ground	Relay stations 
	If the student misses the target, point or gesture to indicate a change in the direction of the throw.	Throw this way. (point) Throw higher (lower).	Materials listed above	
	Model the correct overhand throwing action at various distances from the target.	Do this. Watch me hit the target. Now throw at the target as hard as you can.	Materials listed above	
SUGGESTED SEQUENCE: 1. Hit 8 foot target from 10 feet. 2. Hit 8 foot target from 30 feet. 3. Hit 8 foot target from 50 feet.	**GAMES** Target Practice	**ACTION WORDS** THROW LOWER TARGET WATCH HARD DO THIS HIGHER		

I CAN

PERFORMANCE OBJECTIVE: Overhand Throw

14
CLEANING OUT THE BACKYARD

Materials:

2 (or more) assorted 4 to 6 inch balls
Volleyball net and poles

Play Groupings And Age

Large groups or teams — 5-14 years

Related Social Skills:

Exhibits respect for self and others' rights and responsibilities
Competes as a member of a team

Object:

To throw an assortment of balls over a net; to return balls as they are thrown over.

ORGANIZATION:

Scattered on each side of net

DIRECTIONS:

Tie a volleyball net across the middle of the room with the top 3 to 4 feet above the floor. Divide class into two teams of equal numbers, one team on each side of the net. Scatter an assortment of 4 to 6 inch balls (nerf balls, yarn balls, tennis balls, etc.) on the floor on each side.

Say: LOOK AT ALL THESE BALLS MESSING UP OUR BACKYARD. WE HAVE TO THROW THEM ALL OUT. WHEN I BLOW THE WHISTLE, THROW AS MANY AS YOU CAN OVER THE NET. WHEN I BLOW THE WHISTLE AGAIN, STOP.

Have students practice. Be sure each student has an opportunity to throw. Emphasize throwing overhand and hard. Repeat directions with opposing team.

Say: NOW, LET'S PLAY THE GAME. TRY TO KEEP YOUR YARD CLEAN BY THROWING ALL THE BALLS OUT. THROW THEM ACROSS THE NET. WHEN I BLOW THE WHISTLE TO STOP THE TEAM WITH THE LEAST BALLS WINS.

When all students understand the game, step to the side and give the whistle signals. Instruct or assess as the game is played. Specific focal points may be emphasized. For example:

Say: MAKE SURE YOUR HAND GOES ABOVE YOUR SHOULDER WHEN YOU THROW.

TEACHING ALTERNATIVES:

1. Raise the height of the net for older or more skilled students.
2. Start with only 2 balls and increase the number as the students' skill improves.

I CAN

PERFORMANCE OBJECTIVE: Overhand Throw

Materials:

3 to 4 inch ball, 1 per team

Play Groupings And Age

Teams – 5-14 years

Related Social Skills:

- Cooperates through working with others on a team
- Competes as a member of a team
- Exhibits courtesy toward others in taking turns

Object:

To throw a ball with accuracy; to catch when it is thrown.

ORGANIZATION:

Relay teams

DIRECTIONS:

Divide class into equal teams with students lined up one behind the other. Designate one student from each team as "leader"; the leader will stand 5 feet from the first person on his team, facing him. The leader will throw the ball overhand to the first team member in line, who then throws it back to the leader and sits down.

Say: JOE IS THE LEADER OF THIS TEAM. HE THROWS THE BALL TO MARY. MARY THROWS IT BACK TO HIM AND SITS DOWN (demonstrate).

Have students practice. Emphasize throwing overhand.

Say: NOW THROW THE BALL TO TOMMY. TOMMY, THROW TO JOE AND SIT DOWN.

Continue this procedure with each successive member of the team.

Say: THROW AND CATCH UNTIL THE WHOLE TEAM IS SITTING. TRY TO MAKE GOOD THROWS. THROW FAST. THE FIRST TEAM SITTING IS THE WINNER.

When all students understand the game, step to the side and give the signal to start. Instruct and assess as the game is played. Specific focal points may be emphasized. For example:

Say: MAKE SURE YOUR ARM GOES WAY BACK BEFORE YOU THROW.

TEACHING ALTERNATIVES:

1. Increase distance from leader to the team according to students' skill.
2. Vary the size and type of ball, for example, 6 inch nerf balls for younger students, tennis balls for older or more skilled students.
3. Use other object control skills (roll, underhand throw).

I CAN

PERFORMANCE OBJECTIVE: Overhand Throw

NET BALL

Materials:

3 to 4 inch ball, 1
Volleyball net and poles

Play Groupings And Age

Teams – 8-14 years, 5-8 years*

Related Social Skills:

-- Cooperates through working with others on a team
-- Competes as a member of a team

Object:

To throw a ball over a net (team A); to catch and return it before it bounces (team B).

ORGANIZATION:

Scattered on each side of net

DIRECTIONS:

Tie a volleyball net across the middle of the room at a height of 10 feet. Divide the class into two teams of equal numbers, one team on each side of the net. Give the ball to a member of one team.

Say: WHEN THIS TEAM HAS THE BALL, THEY HAVE TO THROW IT OVER THE NET. JANE, THROW THE BALL OVER THE NET.

Give the same instructions to the other team. Have students practice throwing over the net. Explain that the thrown ball must be caught before it hits the floor.

Say: WHEN THE BALL COMES TO YOU, TRY TO CATCH IT BEFORE IT BOUNCES.

Have students practice throwing and catching the ball in the air. Be sure each student has an opportunity to throw and catch. Explain the scoring of the game.

Say: IF YOUR TEAM LETS THE BALL HIT THE FLOOR, THE OTHER TEAM GETS A POINT. THE TEAM WITH THE MOST POINTS WINS. WHEN YOU GET THE BALL, THROW IT BACK AS FAST AS YOU CAN. TRY TO THROW TO A DIFFERENT PERSON EACH TIME.

When all students understand the game, step to the side. Instruct and assess as the game is played. Emphasize throwing the ball overhand, hard, and high.

TEACHING ALTERNATIVES:

1. Vary the height of the net according to height of student, skills, etc.
*2. For younger students (5-8 yrs.) award a point for each time the ball goes over the net, emphasizing only throwing overhand and a 45° angle of release.

I CAN

PERFORMANCE OBJECTIVE: Overhand Throw

35 TARGET PRACTICE

Materials:

3 to 4 inch balls
1 inch masking tape
8 foot square target placed 1 foot off the floor

Play Groupings And Age

Individual play - 5-14 years

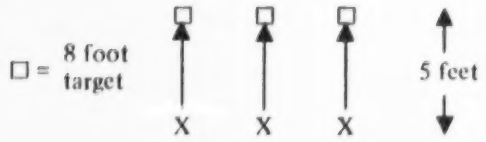
Related Social Skills:

- Exhibits courtesy toward others by taking turns
- Exhibits tolerance for others in participating in activity

Object:

To throw a ball overhand with accuracy; to hit a target.

ORGANIZATION:



DIRECTIONS:

Place 8 foot square targets on wall 1 foot off the floor. Have students begin throwing at the targets from a distance of 5 feet.

Say: THROW THE BALL AT THE TARGET. TRY TO HIT THE TARGET EVERY TIME YOU THROW.

Have students practice. Increase the distance to 10 feet.

Say: NOW YOU GET THREE THROWS AT THE TARGET. EVERY TIME YOU HIT IT YOU GET A POINT. LET'S SEE WHO CAN GET THE MOST POINTS AND WIN THE GAME.

After each student has 3 throws at 10 feet increase the distance to 15 feet, 20 feet, 25 feet, and so on up to 50 feet. Allow 3 throws per student at each distance. Emphasize throwing hard and directly at the target. When all students understand the game, step to the side and give instructions as to increasing distance from the target. Instruct and assess as the game is played.

TEACHING ALTERNATIVES:

1. Make a "bull's eye" on the target with colored areas worth varying point values.
2. If a student fails all three attempts at one distance, give him an extra try at a closer distance where he can be successful.
3. Team competition may be encouraged by allowing each team member three throws and totaling points for each team.

I CAN

CLASS PERFORMANCE SCORE SHEET

PERFORMANCE OBJECTIVE: Overhand Throw

SCORING

Assessment:
X = Achieved
O = Not achieved

Reassessment:
N = Achieved
O = Not achieved

FOCAL POINTS	STD.
a Overhand Motion	10 ft. distance, 2/3 times
b Ball Release	
a Eyes on Target	20 ft. target at
b Overhand Motion	15 ft., 2/3 times
a Arm Exten./Side Orient.	
b Weight Transfer	
c Hip and Spine Rotation	2/3 times,
d Follow Through	e
e Smooth Integration	
Angle of Release 45°	age/sex norm., 2/3 times
Accuracy	8 ft. target at 50 ft., 2/3 times
Primary Responses*	

***PRIMARY RESPONSES**

N - Nonattending
NR - No response
UR - Unrelated response
O - Other (specify in comments)

NAME	1 a	1 b	2 a	2 b	3 a	3 b	3 c	3 d	3 e	4	5	Primary Responses*	COMMENTS
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
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13.													
14.													
15.													

I CAN

CLASS PERFORMANCE SCORE SHEET

PERFORMANCE OBJECTIVE: Overhand Throw

SCORING

Assessment:
X = Achieved
O = Not achieved

Reassessment:
⊠ = Achieved
Ø = Not achieved

1. With assistance — a. hand passes above shoulder; b. release ball in same direction
2. Without assistance — a. eyes focused on target; b. hand passes above the shoulder
3. Mature pattern — a. throwing arm outstretched b. weight transfer; c. hip and spine rotation d. follow through in throw direction; e. smooth integration
4. Distance
5. Accuracy

STUDENT NAME	1	2	3	4	5	COMMENTS (STUDENT RESPONSE)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

I CAN

INDIVIDUAL RECORD OF PROGRESS
OBJECT CONTROL SKILLS

STUDENT NAME _____

BIRTHDATE _____
month year

Levels of Student Performance	Underhand Roll	Underhand Throw	Overhand Throw	Kick	Continuous Bounce	Catch	Underhand Strike	Overhand Strike	Forehand Strike	Backhand Strike	Sidearm Strike
Primary	/	/	/	/	/	/	/	/	/	/	/
Level 1	/	/	/	/	/	/	/	/	/	/	/
Level 2	/	/	/	/	/	/	/	/	/	/	/
Level 3	/	/	/	/	/	/	/	/	/	/	/
Level 4		/	/	/	/	/	/	/	/	/	/
Level 5		/	/	/	/						
	mo. yr.*	mo. yr.	mo. yr.	mo. yr.	mo. yr.	mo. yr.	mo. yr.	mo. yr.	mo. yr.	mo. yr.	mo. yr.

*Record month and year in which the level of performance was attained.

APPENDIX D

SAMPLE LEADERSHIP TRAINING MATERIALS

AGENDA

Sample

PROJECT I CAN
ABC MODEL WORKSHOP

SCHOOL/DISTRICT

DATE

TIME	DAY ONE	TIME	DAY TWO
A.M. 8:00-8:15	Coffee/Donuts/Agenda/Sign-in	8:00-8:15	Coffee/Donuts/Agenda
8:15-9:15	Introduction/Overview - Background I CAN - Objective-Based Instruction - I CAN Film - Program Materials - Implementation Model	8:15-10:00	Prescription/Teaching - Methods/materials - Role Play lesson(s) - Teaching Principles - Instructional Activities - Games
9:15-9:50	Assessment - Rationale/Procedures		
9:50-10:00	BREAK	10:00-10:10	BREAK
10:00-11:30	Assessment - Role Play - Practice assessing	10:10-11:00	Evaluating - Student Gain - Program Effectiveness - Alternative Reporting Systems
		11:00-11:30	Implementation/Adoption/NDN
11:30-12:30	LUNCH	11:30-12:30	LUNCH
P.M. 12:30-2:00	Assessment - Assessment lesson planning - Practice lesson w/students - Assessment accuracy	12:30-2:30	Implementation Plan Development - Select Objectives - Design Unit/Lesson(s) - Monitoring/Data Collection
2:00-3:00	Prescription - Lesson planning	2:30-3:00	Workshop Summary - Skills Test/Workshop Evaluation - Data Forms

Name: Certified I CAN Trainer Address Phone Number

MONITOR FORM: PRESCRIPTION

Name_____ Date_____

Instructions: Please circle the appropriate response. If "O", please explain or comment on the reverse side of the form. Include the item number with your comments.

Yes	No	Other		Comments
Y	N	O	1. Have you completed a Class Performance Score Sheet (CPSS) for every Performance Objective (PO) that is included in your lesson plan?	
Y	N	O	2. Did you identify an acceptable amount of meaningful gain for each student on the PO (number of focal points) and record it in the column on the score sheet?	
Y	N	O	3. Have you decided what focal point(s) you will be teaching to each of your students today?	
			4. Have you selected the focal point(s) for instruction based upon:	
Y	N	O	a. meeting individual needs?	
Y	N	O	b. closeness of student achievement of the focal point?	
Y	N	O	c. instructional groupings?	
Y	N	O	5. Have you written the plan for today's lesson?	
			6. When selecting instructional activities did you consider:	
Y	N	O	a. skill levels (and focal points) achieved by most students?	
Y	N	O	b. number of students?	
Y	N	O	c. number of teachers and aides?	
Y	N	O	d. size of area available?	
Y	N	O	e. amount of equipment?	
Y	N	O	7. Does your lesson plan include activities and organizations that maximize instruction (repetitions and feedback) on the focal point(s) selected for each student?	
Y	N	O	8. Are these selected activities sufficiently outlined in the lesson plan so that you could teach from the plan next year?	
Y	N	O	9. Does the lesson plan contain an introduction, body and summary or the equivalent?	